



ISSN: 2456-0057
IJPNPE 2018; 3(1): 401-405
© 2018 IJPNPE
www.journalofsports.com
Received: 03-11-2017
Accepted: 04-12-2017

Dr. Sakpal Hoovanna
Assistant Professor,
Department of Studies in
Physical Education and Sports
Sciences, Akkamahadevi
Womens University Vijayapur,
Karnataka, India

A comparative study of emotional intelligence between sports women's and non-sports women's of Karnataka state women's university, Bijapur

Dr. Sakpal Hoovanna

Abstract

Even though several measures of emotional intelligence are available based on different models, Salovey and Mayer's (1990) original model seems to be more theoretically cohesive and comprehensive because it contributes better to the understanding of the different dimensions of the nature of emotional development, and most dimensions of other models can be combined into this. Many other theories were based on this model (e.g. Goleman, 1995, 1998) ^[14]. This is how we decided to use Schuttetal's (1998) scale of emotional intelligence, which is based on Salovey and Mayer's 1990 model.

Attempts to describe the personality profile of the hypothetical emotionally intelligent person from the perspective of the five factor model of personality and draw some implications about the emotional intelligence construct from established knowledge about personality traits. The author discusses mixed models of emotional intelligence and examines the ability models of emotional intelligence, the author then analyses the status of the emotional intelligence in relation to openness to experience.

Keywords: Emotional intelligence, sports women's and non sports women

Introduction

Emotional intelligence is concerned with the awareness, appraisal and utilization of emotions for individuals and for teams. Emotional intelligence can be altered through training that focuses on the role of emotions in our behavior. Emotions such as anxiety can be positive and negative. It is the combination of emotion, and the thoughts that are linked with these combinations that determines whether these emotions are motivational or demotivational. In a recent study we looked at emotional states associated with success and failure in sport competition and academic examinations (3). The expansion of sport science as an academic study means that growing numbers of students experience the dual stresses of taking examinations and participating in the results of this study are depicted in figure 1 which shows that a) emotions are strongly associated with success, and b) emotional profiles linked with success are somewhat different between sports and an examination.

Emotional intelligence is a relatively new concept that has emerged over the last decade, which to date has principally been studied in business setting (1). It is defined as 'the capacity to recognize and utilize emotional states to change intentions and behavior'. Emotional intelligence can be measured by pen and paper tests (2); in such tests, the responses to statements such as 'when I experience a positive emotion, I know how to make it last' and 'I motivate myself by imagining a good outcome to tasks I take on' are recorded and assessed. Emotional intelligence can be summarized thus:

- The ability to recognize different emotional states;
- Assessing the effects of emotions on subsequent behavior;
- The ability to switch into the best emotional state to manage a particular situation.

Not surprisingly many businesses have used emotional intelligence ratings as part of their selection processes, but the ability to recognize the emotional states in others in the sporting context is clearly desirable, and the skill of raising the emotions of the team is a potentially priceless asset. In a recent study, we looked at emotional states associated with success and failure in sport competition and academic examinations (3).

Correspondence

Dr. Sakpal Hoovanna
Assistant Professor,
Department of Studies in
Physical Education and Sports
Sciences, Akkamahadevi
Womens University Vijayapur,
Karnataka, India

The expansion of sport science as an academic study means that growing numbers of students experience the dual stresses of taking examinations and participating in competition. The results of this study are depicted in figure 1 which shows that a) emotions are strongly associated with success and b) emotional profiles linked with success are somewhat different between sports competition and an examination

Emotional intelligence

The concept of emotional intelligence is relatively new and there is still confusion about its exact definition. Like the definition of the traditional intelligence (IQ) it has got several definitions. (e.g., Bar-On, 1997, Goleman, 1995, 1998, Mayer and Salovey, 1997 Salovey and Mayer, 1990) [14]. It was Salovey and Mayer who first gave this formal concept of emotional intelligence in 1990 in their model of emotional intelligence but the foundation for this model was already laid down by Gardner's (1983) concept of interpersonal intelligence and interpersonal intelligence as well as Sternberg's (1988) triarchic theory of intelligence. Besides, the roots of emotional intelligence are available in social intelligence (Thorndike, 1920), and even in the definition of intelligence given by the Wechsler (1958) who defined intelligence as "the aggregate or global capacity of the individual to act, purposefully, to think rationally, and to deal effectively with his/her environment". He pointed out that ability to be adaptive to different situations and coping with life situations successfully were included in this definition. But the intelligence, do not have, separate entity of measurement of this social skill.

Emotional intelligence as conceptualized by Salovey and Mayer (1990) consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression in the self as well as others. In the self there are verbal and non-verbal components. In the others there are non-verbal perception and empathy. Secondly, there is a regulation of emotion in the self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation. Coleman (1955) then subsumed this model with a lot of personality characteristics, which he believed would contribute positively to success in any domain of life. Mayer and Salovey (1997), however, revised their own original model stressing the cognitive components of emotional intelligence, because they felt the former one "omitted thinking about feelings". Accordingly, "emotional intelligence involves the ability to perceive accurately, appraise, and express emotions, the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth (Mayer and Salovey, 1997). So, this model contributes quite a lot in understanding mental abilities, which has been neglected for quite a long time. In the original model they viewed that emotional intelligence might or might not be related to other types of intelligence, like cognitive ability. But

Need and importance of Emotional Intelligence in sports

Over the past five years, sport psychology researchers and practitioners have become increasingly vocal in their suggestions that emotional intelligence (EQ) may be an important construct in the sports domain (Meyer & Fletcher, 2007). Accordingly, interest in emotional intelligence has increased specifically in the realm of athletics (Zizzi, Deaner, & Hirschhorn, 2003). Proponents have claimed that

emotional intelligence can enhance leadership performance, team cohesion, and coping with pressure. Given the disparate theoretical frameworks and assessment techniques used, research has been limited by precisely the same concerns as those affecting psychological assessment in general – namely, the utility and appropriateness of using traditional emotional intelligence inventories not developed for specific use in the sports context.

Emotional Intelligence Sports is a direct response to these challenges. The model of emotional intelligence underpinning the provides a unified framework for examining the key psychological factors associated with the skills of elite athletes, and the itself provides a valid and reliable psychometric tool for measuring them. As such, the represents an exciting advance in our understanding of the building blocks that are scientifically linked to elite sports

Statement of the Problem

A comparative study of Emotional intelligence between Sports Women's and Non Sports Women's of Karnataka State Women's University, Vijayapur.

Limitations

Emotional intelligence is only chosen for this research study.

Delimitations

1. Data collection is restricted to the Sports Women's and Non-Sports Women's of K.S.W. University Vijayapur.
2. The sports women's are participation in any games sports women's are not participation any games
3. The sample age is any 21-25 years

Hypothesis

- 1) There would be significant difference between Sports Women's and Non Sports Women's in their emotional intelligence.
- 2) There would be a positive correlation of Emotional intelligence with participation of sports and non participation.
- 3) There would be sex difference between male and female emotional intelligence.

Significance of the study

In view of competitive sports gaining significance, so the study of emotional intelligence variables among the Sports Women's and Non Sports Women's assumes importance in the context that,

1. The study of emotional intelligence behavior of Sports Women's and Non Sports Women's help the trainer and coaches to understand the emotional abilities of sportsperson which demands to control and manipulate in game situation.
2. The know the extent of help in providing guideline to physical Education Teachers and Coaches for selecting and preparing players for their psychological preparation.
3. To know the complex of physical, intellectual, emotional and social developmental patterns and success in sport is an integral part of this pattern. Thus, an understanding of behavior in sport will aid us in helping people to better fulfill their lives.
4. To study the important factors for future selection and coaching of Sports Women's for national and international events.
5. To study the most important aspect of sport- a means of promoting interpersonal, national and international

understanding. It would provide clue whether sports are truly fulfilling this much-publicized purpose or the differences in their adjustment are defeating the fundamental purpose of sports promotion.

Methodology

In the review of literature it has been presented a resume of all the studies conducted in the psychology of sport in general, and its impact on psychological factors in particular. It is appropriate that although a number of studies are available both in the field of socio-cultural status and socio-psychological correlation but there is no integrated picture of participation of sports activities and its impact on the personality dimension of sports person. At the same time it also became clear that what is needed is a comprehensive picture of the relationship between physical and sports activities and its impact on the personality dimensions like emotional intelligence of the women Sports Women's and Non Sports Women's students.

Many research studies in the psychology of Sports student and Non Sports student studies separately not shown much interest and has not focused on the participation of sports and physical activities, which plays a major role in determining the personality factors of the sportsmen, which could play a important role in their performance.

The present investigation pertaining to "A Comparative study of emotional intelligence between women Sports students and Nonsports women student "is in the framework of ex-post-facto research. The Particulars of samples, tools, collection of data and statistical techniques are given as under;

Table 1: Showing Sample Size of the Study.

Sports Women's	Non-Sports Women's	Total
30	30	60

Table 1: Showing the mean and SD and 't' value of Sports Women's and Non Sports Women's

SL.NO	Variables	Mean	N	SD	t-value	Df	p-value	Remark
1	Sports women	74.4000	30	9.48901	3.4292	29	.002	signn
2	Non sportsman women	65.3333	30	11.03391				

Significant or at 0.005-leave.

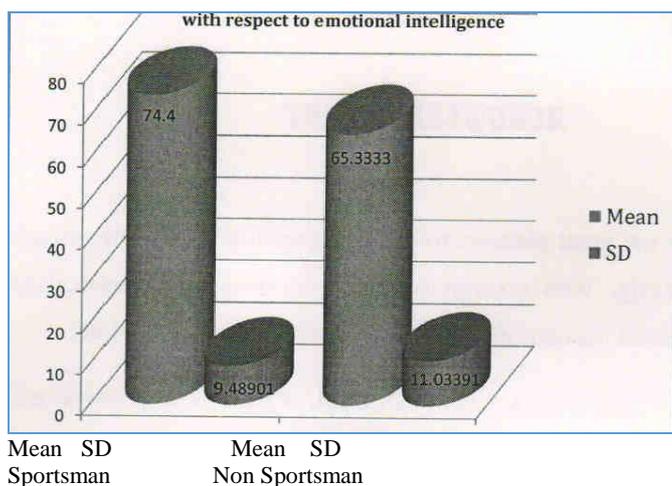


Fig 1: Mean SD and t-value of the sports and non-sports man

The Table-1 showing the mean SD and 't' value of the Sports Women's and Non Sports Women's players, The formulated hypothesis that there would be significant differences between Sports women's and Non Sports Women's players in their emotional intelligence. The calculated data was tested, and mean score of the Sports Women's is 74.4000 and SD is

To collect the data pertaining with research problem Thimguzam scale was administered on the Sports student and Non-sports student of women's university students. Samples age ranging from 21-25 Years. Scoring pattern as indicated in below paragraph.

Tools: The Emotional Intelligence Scale developed by Thimgujum and Ram (1999) has been applied in present study. While scoring the emotional intelligence scale, the respondent feeling strongly agree would be awarded 1, for agreeing 2, for undecided 3, for disagree 4 and finally for strongly disagreeing 5 would be awarded to the respondents.

Statistical Technique

1. To know the nature of correlations exist between the independence and dependent variables, the person productive correlation technique is applied.
2. To assess the influence of sex and nature of activity on emotional intelligence "t" test is applied.

Analysis of Data

The study was carried out to see the influence of physical activities on the development of emotional intelligence of the sportsman and also attempt see the influence of demographical variable in moldings the emotional condition of the sportsman. Because various researches studied reveals that participation of sports bring the tremendous changes and plays significant role in moldings the personality and emotional health of the sportsman. Hence researcher made here an attempt to explore the relation and significant influence on physical activities and sports on emotional intelligence of the Sports Women's and Non-Sports Women's players.

9.48901 and 65.3333 and 11,03391 respectively and calculated 't' value is 3.4292 it reveals that Sports Women's mean score is higher than Non Sports Women's and its also reveals that there is significant difference in emotional intelligence of Sports Women's and Non Sports Women's players. Hence formulated hypothesis that there would not be any significant difference is rejected and there is difference is accepted. It may generalized that participation of Sports Women's provides ample opportunity to participate and express their emotional freely and cultivate emotional skills and to get mastery to produce, regulate, manipulate, and control emotional stress among the student in respect of life and game situation frequently occur in the competition. Whereas Non Sports Women's get less opportunity to participate and control and manipulation of stress.

Summary, Conclusion and Recommendation

Sports have been on the world map from time immemorial. The importance and recognition, which sports have received from government, press and public indicates that sports are no more taken up for mere recreation or prestige purpose but also for mantel and physical health and individual. The participation in sports rather influence all aspects of personality and help in gaining poise, balance, refreshing the

spirits, renewing the inner springs of faith and courage, mastering the skill and meeting strains of modern life with ease and calmness. At the same time the participation in modern sports is influenced by various physical, physiological, and psychological factors. Until recently, the coaches have been playing inadequate attention to the social and psychological factory which although have been provide to contribute to performance in the higher competitive sports. So now the sports trainers and coaches have started giving more importance to the impact of sociological factors on the psychological conditioning or building the mentally preparation of the players and its results influences on their performance in the National and international competitions.

Since last few decades several scholars have laid importance on probing the relation between sociological and psychological factory and their impact on the personality traits of the individuals. It has also been provide beyond doubt that there is a strong link between the participation of physical activities and psychological factors having their impact on the personality traits of the individuals. For this reason, the change in the behavior of the individuals are attributed to the changes in their sociological as well as psychological factors.

In Indian context, till recently not much interest has been developed to understand the influence of sociological factory that is participation in physical activities on the psychological well being or personality traits of the sports Women's. It is in this background that the present study was undertaken to probe the correlation and impact of participation of physical activities with emotional intelligence of sports Women's.

It is clear that participation in physical activities, which is a composite variable, including higher level competition, frequently experiencing the frustration and opportunity to express the emotional filling, undoubtedly played a major role in determining their personality traits which includes emotional intelligence. It was also examined in the study that correlation of physical activities high provides the sports women's all the required ingredients to excel in any competitive events. It prepares skills and techniques that are necessary for achieving success. It also provides basic amenities for the development of athletic qualities. There for, the sports Women's who are participating in physical activities students are expected to perform in higher ratio those who are not participating in physical activities. The greater avenues for sports facilities certainly improve the performance of those participating in physical activities.

The study reveals that physical education and physical activities is not only a potential contributor to the performance of sports Women's but would be also determines their personality traits and behaviors like emotional intelligence.

For example, the Not sports Women's fail to perceive any casual relationship between their actions and the reinforcement that follow. The Non sports Women's tend to hold responsible their luck, starts, fate or chance, for both failures and successes. They seldom believe in their capabilities or shortcomings. Such people believe that have little or no control over the occurrence of reinforcements. Thus, people with sports participation perceive no casual relationship between action and reinforcement. On the contrary, the sports Women's feel they are responsible for all happening in their life and other factors fate, chance, luck or stars have little or nothing to do in their life. Such internal controllers perceive their behaviors as a major determinant of the reinforcements received in any situation.

On the other hand there is a curious relationship between

emotional intelligence and physical activities of the sports Women's. it is a well known fact that emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. In other words, emotional intelligence helps to perceive or sense emotions, to use emotions to assist thought, to understand emotions and finally to manage emotions. In other words, Emotional intelligence is "The capacities to create optimal results in your relationship with yourself and others." There is every probable chance that the higher and lower level sports Women's having the better and high emotional intelligence due to their exposure to the higher knowledge and information, quality training, good exposure to the different sports and social occasions, and exposure to the modern mass media would influence them to gain control over their emotions and to adopt the higher level of emotional intelligence. On the other hand the Non Sports Women's would be in constant trouble with their disadvantages like self confidence, low self-esteem, low standard of living, low social prestige, pessimism, low aspiration and frustration would make him to lose his control over their emotion and as a result he may gain very less level of emotional intelligence due to their inherent problems. But the findings of the present study reveals some exceptions in which the Non Sports Women's players have shown the emotional intelligence on par with the Sports Women's.

The present study has found the significant relation between participation of physical activities, which is also a component of psychological factors has been from different perspective by different people

1. The participation of physical activities has significant influence on the emotional intelligence of Sports Women's.
2. There is a moderate correlation between participation of physical activities and emotional intelligence of Sports Woman's.

Reference

1. Abraham Sperling P. The relationship between Personality, adjustment and Achievements in Physical Education Activities. *The Research Quarterly*. 1987; 13(3):351.
2. Alderman RB. *Psychological Behavior in Sports*, W.B. Saunders, Philadelphia, 1974.
3. Armstrong N, McManus A. Children's fitness and physical activity - A challenge for physical education. *British Journal of Physical Education*. 1994; 25(1):20-26.
4. Bailey R. Physical education and sport in schools: A review of benefits and outcomes. *Journal of School Health*. 2006; 76(8):397-401.
5. Barney D. Factors that impact middle school student's attitudes and perceptions in physical education. Unpublished doctoral dissertation, Florida State University, Tallahassee, 2002.
6. Betty Ruth MuntzRyzor A Five Year Fellow up study Comparing the School Achievement and School Adjustment of Children retained in Kindergarden and Children placed in A Transit Class. A discussion abstracts *International*. 1972; 33(4):1523.
7. Cratty BJ. *Psychology and Physical Activity*, Prentice Hall Inc., New Jersey, 1968.
8. Clarke H. Harrison. *Application of Measurement to Health and Physical Education*. Prentice Hall Inc., New

Jersey, 1976

9. Cowell, Charles C. The Contribution of Physical Activity to Social Adjustment of School Students. *Research Quarterly*. 1966; 32:286-245.
10. Cowell, Charles C, Ismail. Relation between selected Scrotal and Physical Factors. 1962; 33:40-43.
11. Cooper L. Athletics, Activity and Personality: A review of the literature, *Research Quarterly*. 1969; 40:17-22.
12. Chaube NP. Motivational dimensions of rural development. Chaitnya Publications, Allahabad, 1974.
13. Garrett HE. *Statistics in Psychology and Education*. Bombay, 1981.
14. Goleman D. *Emotional Intelligence*, New York: Bantam Books, 1995.
15. Ioannis T, Loannis N. Exploring the Relationship of Emotional Intelligence with Physical and Psychological Health Functioning, Stress and Health. Article First Unpublished Online: 3 Mar